

Formation of academic mobility of future foreign language teachers by means of media education technologies

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Abstract

© Authors. The relevance of research: Modern transformations in society and education pay special attention to the increase of the quality of teaching staff training, making new requests for competitive specialists in the world labor-market. According to the demands of educational laws and regulations, modern teacher is meant to be competent in his own sphere of work, have a number of professional skills, be flexible and mobile, be capable to work efficiently in compliance with international standards, be prepared for professional and personal growth. At the same time, an increased competition at the world labor-market requires new approaches to training future teachers with regard to increased demands for the specialists who are capable to adapt to modern world standards. The purpose of the research: The purpose of this research is to identify efficient forms and means of academic mobility of future foreign language teachers. Research methods: The leading research method that tests hypothesis is pedagogical experiment (ascertaining, forming and control stages of experiment) and also the method of processing of quantitative results of the research. 270 future foreign language teachers took part in the experimental research where 138 respondents belonged to an experimental group and 132 future teachers belonged to a control group. Results of the research: the model of formation of academic mobility of future foreign language teachers was designed and scientifically grounded. Formation of academic mobility is implemented by means of media-education technologies, methodological principles which include systemic, competency-based, synergetic, student-oriented approach and the following principles such as humanization, viability, self-education, succession, continuity, dialogism. The proposed model was realized in three stages (motivational-cognitive, organizational- action-based, professionalcommunicative) and provided for gradual acquisition by future educators the motivation for academic migration and their ability to master their foreign language communicative competence. The purpose of the above mentioned model is to develop such personal qualities which will contribute to students' readiness to get education in foreign educational environment. The result of the realization of the model is the formation of the academic mobility of foreign language teachers on a creative level. Relevance of the research: The efficiency of the proposed model of formation of academic mobility of future foreign language teachers by means of media education technologies has been proved and confirmed by the statistics of the experiment. Materials of the article can be useful for students, teachers of educational institutions of higher education, foreign language teachers who write projects, course works, qualifying projects and other types of scientific works.

Keywords

Academic mobility, Educational organization of higher education, Future foreign language teachers, Media education, Media education technologies, Modeling

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